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ABSTRACT

This junior high teaching unit on health careers is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale for the unit, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with opportunities in the health field. (For junior high units in other career areas see CE 025 738-765.) (LRA)

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OFFICE OF CLAIRE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

ED 072 844 CE 000 044

Project CHOICE
#28

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

HEALTH CAREERS

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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April, 1972

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

This unit has been especially written for Kern County by:

Janet S. Wells
Career Guidance Resource Teacher
Guidance Services
Superintendent of Schools Office

JUL 2 1 1980

HEALTH SERVICES OCCUPATIONAL CLUSTER:

HEALTH CAREERS

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HEALTH CAREERS

RATIONALE

One of the fastest growing and most promising fields of work is that of health related careers. Through this unit, junior high students will become acquainted with some opportunities in this field.

GOALS

Through this unit, students will:

- Appreciate the growing and changing nature of health careers.
- Recognize occupations, in and near their community, which are concerned with health.
- Become aware of the large variety of health occupations.
- Become aware of the education, training and other requirements necessary for some health occupations.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

- Write one paragraph about the topic: Health Services - How They Are Growing and Changing.
- Name at least eight occupations in the health field, and tell about the basic work done in each.
- Name at least five health-related occupations in or near their community.
- Choose at least one health-related occupation of interest to them and tell the following information about it:

  What kind of work is done?
  What education and/or training is needed?
  What skills and abilities are needed?
  Are any special interests or other requirements necessary?

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information; those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials may be used for research by the students:

- Occupational Outlook Handbook, U. S. Department of Labor.
- Occupational Clusters Comics, King Features.
- Occupational briefs, such as W.O.R.K., by SRA.
- Library books about health-related occupations.
- Films or filmstrips about health-related occupations.

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:

MP 2428 Is a Career In the Health Services For You?

AVAILABLE THROUGH KERN COUNTY HEALTH DEPARTMENT

Filmstrip:

Health Careers

Slides:

Health Department in Action

COMMUNITY RESOURCES

Kern County Health Department: Health Education; 861-3631; Bakersfield (Contact for speakers, slides and filmstrip.)

Bakersfield College Health Careers Department; Bakersfield College; 395-4281.

Public Health Nurse; 861-3644; Bakersfield.

San Joaquin Community Hospital; contact Barbara Madigan; 327-1711; Bakersfield.

Explorer Scouts Headquarters; 2417 M Street; Bakersfield; 325-9036.

School Nurse

(Health Services Occupational Cluster)

HEALTH CAREERS

INSTRUCTIONAL ACTIVITIES

ALL:

1. Take the pretest to see what you already know about health careers.

2. Read Information Sheet #1, Health Care: Growing and Changing. Then write a one-paragraph summary about how health careers are changing.

3. Arrange to have the Kern County Health Department send a speaker and filmstrip to help you learn about health careers (see Community Resources section.)

4. In small groups, do the crossword puzzle on Task Sheet #1, to find six groups of jobs in health careers. Then "brainstorm" to think of health jobs that could fit into each group. Ask your teacher for Information Sheet #2 to help you add to your lists of jobs.

5. In your small group, make a list of jobs, in or near your community, that are concerned with health care. Get help by looking at the yellow pages of the telephone book. Look under headings such as Medical, Physicians, Hospitals, Laboratories, Pharmacies.

6. Choose one health career that seems interesting to you. Find out the following information about it:
   - What kind of work is done?
   - What education and training are needed?
   - What skills and abilities are needed?
   - Are any special interests or other requirements necessary?

NOTE: Ask your school or public librarian to help you find and use these sources of information:

- Occupational Outlook Handbook
- SRA Handbook of Job Facts
- Career Briefs
- Encyclopedia
- Other books, magazines, or filmstrips

YOUR CHOICE:

1. Do Task Sheet #2, if you would like to visit a place that provides health care.

2. Do Task Sheet #3, if you would like to interview someone who works in a health care job.

3. Ask your teacher to set aside some time to play, "What's My Line?" Select one of the Personal Reports on Information Sheet #3. Rehearse how you will "act" to be that person. Then see if a panel of your classmates can guess your job.

4. Do Task Sheet #4, to see what it is like to be a pharmacist filling a prescription.

5. Interview your parents or other adults to make a list of the health care services that your family uses. List the jobs that help provide these health services.

6. Make a collage of clippings and pictures to show health care jobs. Use newspaper want-ads, magazines, etc.

7. Read a library book or magazine article about someone who has worked in a health career. Make a short report.

8. Pretend that you are an occupational therapist who is working with a person who cannot lift his or her arms at all. Pretend you want to know how your patient feels, so for one evening you will try doing all your normal activities without raising your arms. Make notes and report to the class.

9. Do Task Sheet #5, to find out how to compute correct aspirin dosage.

10. Read the skit on Information Sheet #4, to find out what a medical receptionist does. Tell your class about it.

11. Interview your school nurse. Ask to learn how to use the stethoscope and other small instruments. Find out what kind of work is done and what training is needed for the job. Report to the class.

12. If you have friends or relatives that work in health jobs, ask them to visit your class. Prepare a list of questions you would like them to answer about their work.

ALL:

Take the Post Test to see what you have learned about health careers.

HEALTH CAREERS

PRE- AND POST-TEST

A. If you agree with the statement, write the letter "A".
If you disagree with the statement, write the letter "D".

1. ____There are more than 200 different kinds of work in health care.

2. ____The number of jobs related to health care have been decreasing.

3. ____In health careers, it is very likely that a person could advance to different jobs.

4. ____Most health careers require a college degree.

5. ____A person in a health career should have an interest in helping people.

B. Fill in the blanks:

1. Name four jobs, in or near your community, that are related to health care:

_____ _____

_____ _____

2. Name six health care jobs and tell what kind of work is done in each:

Job	Work Done
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

HEALTH CAREERS

Typical careers in Health include:

Hospital Superintendent
Systems Analyst
Department Heads of Hospital
Personnel Intern
Medical Communicator
Hospital Guide
Hospital Receiving Clerk
Medical Record Technician
Medical Record Librarian
Medical Librarian
Medical Illustrator
Medical Secretary
School Physicians
Clinical Physicians
Visiting Nurse
L.P.N., R.N.
Hospital Aides
Physicians
Assistants
Technicians
Clerical Personnel
Nursemaid
Midwife
Child Care Attendant
Psychiatric Aide
House Mother
Gynecologist
Pediatrician
Home Attendant

Companion
Practical Nurse
Dental Hygienist
Dental Assistant
Dentist, Orthodontist
Oral Surgeon, Oral Pathologist
Pedodontist
Prosthodontist
Dental Laboratory Technician
Dental Ceramist
Denture Waxer
Dental X-ray Film Assembler
Crown and Bridge Technicians
Pharmacologist
Pharmaceutical Bacteriologist
Pharmaceutical Compounding Supervisor
Pharmacy Helper
Pharmacist
Sterile Products Processor
Senior Pharmaceutical Operator
Druggist
Pharmaceutical Salesman
Hospital Pharmacist
Bacteriologist
Cytotechnologist
Biologist, Micro-biologist
Physicist
Chemist, Bio-chemist
Psychiatric Social Worker

Information Sheet #1

HEALTH CARE: GROWING AND CHANGING

More than four million Americans work in health care jobs. There are over 200 fields of work in the health cluster of careers. Some require a college degree and even more years of graduate work, but many require only two years of college or on-the-job training.

Two main changes are taking place in health care. First, there is the steady stream of new medical knowledge. In primitive times healing was considered magic. The medicine man or sorcerer worked spells to drive out "evil spirits." In medieval days disease was thought to be the result of harmful "humours" in the blood; sick people went to barbers (then called "surgeons") who cut a vein to bleed the humours out. Today, medicine is a science, and each new advance opens a broad range of new work opportunities.

For example, only a few years ago dialysis machines were perfected. They cleanse waste products from the blood of persons whose kidneys are too damaged to do that life-preserving task. Today, hundreds of trained workers are needed in dialysis centers. Here's another example: the many electronic and nuclear devices now used to diagnose or treat illness have opened careers for biomedical technicians who operate and maintain the devices. And even as breakthroughs create new jobs, America's growing concern with health care increases the demand for workers of all kinds. The U. S. Department of Labor predicts employment in the health sciences will boom during the next ten years - the period during which you will enter the world of work.

The second change is in the way we think about careers. In the past, we thought we should find a job and stick with it. Now we are more flexible - we know that our interests and goals change as we get older, so we need to choose a career "area" which allows us to grow and change. Instead of making one single "once-for-all" choice, we can make a series of choices.

For example, a nurse's aide may go back to school to become a nurse, and after a few years become a nurse supervisor. A lab technician who makes chemical tests may advance to be the medical technician in charge of the department. The health careers are especially well suited to working, learning and advancing in your field of work.

If you are interested in work in which you help save lives, ease pain and contribute to your world, a health career may be for you.

INFORMATION SHEET #2

HEALTH CAREERS
SOME LARGE GROUPS OF HEALTH CARE SERVICES

A. Administration and Records

1. Types of Administrative Services

a. Management

(1) Administrative
(2) Business
(3) Personnel
(4) Maintenance
(5) Housekeeping
(6) Office personnel

b. Admissions and discharge

c. Medical records

d. Volunteer services

2. Types of jobs (examples)

a. Hospital administrator

b. Nursing home administrator

c. Business manager

d. Personnel director

e. Purchasing agent

f. Hospital engineer

g. Hospital housekeeper

h. Admission clerk

i. Medical records administrator

j. Medical records technician

k. Medical secretary

l. Director of voluntary services

B. Dentistry

1. Types of Dental services

a. General dental services

b. Special treatments and care

c. School and public

2. Types of occupations in dentistry

a. Dentist

b. Specialist (examples)

(1) Oral surgeon
(2) Orthodontist
(3) Endodontist
(4) Pedodontics

c. Dental assistant

d. Dental hygienist

e. Dental technician

C. Nursing

1. Types of nursing services

a. General bedside nursing

b. Specialized nursing services (examples: obstetrics, surgical, pediatrics, etc.)

c. Consultant nursing services

d. Education and teaching

e. Administrative services

2. Types of occupations in nursing

a. Professional nurse

(1) Associate degree
(2) Diploma
(3) Bachelor of science degree

b. Licensed practical nurse

c. Surgical technician

d. Ward clerk

e. Nurse's aid and orderly

f. Clinical assistants

g. Psychiatric aid

D. Laboratory and Radiology

1. Types of services

a. Laboratory

(1) Diagnostic (examination of blood and body fluids)
(2) Bacteriological findings and control
(3) Examination of cells and tissues
(4) Blood bank

b. Radiology

(1) Diagnostic (X-ray views of human body)
(2) Treatment using radio active materials

2. Types of jobs (examples)

a. Pathologist

b. Microbiologist

c. Medical technologist

d. Medical laboratory technician

e. Certified laboratory assistant

f. Cytotechnologist

g. Histologic technician

h. Blood bank technologist

i. Nuclear medical technologist and technician

j. Radiologist

k. Diagnostic X-ray technologist

l. Radiation therapy technologist

m. X-ray technician

n. Other

(1) Electrocardiograph technician (E.K.G. or E.C.G.)
(2) Laboratory and X-ray aides

E. Rehabilitation

1. Type of rehabilitation services

a. Testing of muscles, nerves and skin conditions

b. Provides physical treatment routine

c. Teaches and trains the physically handicapped

d. Provides braces, prothesis and other devices

e. Detects vision problems

2. Types of jobs

a. Physical therapist

b. Corrective therapist

c. Physical therapy aide

d. Physical therapy assistant

e. Orthotist

f. Orthopist

g. Prosthetist

h. Optometrist

i. Optician

F. Mental Health

1. Types of services

a. Mental hygiene

b. Drug addiction and alcoholism

c. Treatment and care of the mentally ill

d. Family services

e. Rehabilitation of mentally and/or physically handicapped

2. Types of jobs

   a. Psychiatrist, neuro-psychiatrist

   b. Psychologist; clinical, school, social, counseling

   c. E.E.G. technician

   d. Psychiatric nurse

   e. Psychiatric social worker

   f. Occupational therapist

   g. Music therapist

   h. Psychiatric social worker

   i. Manual arts therapist

   j. Recreational therapist

   k. Dietitian

   l. Speech therapist

   m. Audiologist

   n. Psychiatric chaplain

Information Sheet #3

HEALTH CAREERS -
PERSONAL REPORTS

Personal Report No. 1 -- Blood Bank Supervisor

Jody Martin,* still in her early 30's, is blood bank supervisor for a large city hospital. Her primary responsibility is to make sure that patients who need transfusions get the correct type of blood. If blood is not matched with total accuracy, the patient will die. "Pressure? Of course," says Jody. "When you work in the blood bank you cannot make a mistake. You can't change your mind later. Or run another test. Or make a new diagnosis. You must be right the first time, and you must be right every time."

Jody's job is not all emergencies. She must see that the blood bank is always ready to provide properly matched blood. That means collecting blood from donors, processing it, analyzing it, storing it. She is also in charge of a variety of routine and special blood tests. Why did Jody choose this career?

"I was good in science but I couldn't afford medical school. So I studied lab work in college and got my degree in medical technology. Than I took a special blood-banking course because that work involves me more directly with patients." Jody often works long hours, sometimes 'round-the-clock in a crisis. "But it's worth it," she says, "knowing that what I do may save a person's life."

Jody Martin's career is one of many in medical technology. A physician can see or hear some signs of disease by listening to the heart and lungs, looking into eyes and ears, measuring temperature and blood pressure. But many illnesses are not so easily detectable. Their symptoms may be a chemical imbalance in the blood, a microscopic change in a cell, a rare virus lodged in nerve tissue. These can be identified only by complex tests carried out by medical technologists.

Personal Report No. 2 -- Medical Technologist

William Harris, a husky, intense man in his early 40's, is chief administrator of the Department of Laboratory Medicine at a major medical center. "I started here as a technician doing chemical tests," he says. "A few years ago I was asked to run the department. Now I have 136 people on my staff, and I'm responsible for millions of dollars worth of equipment. It's not just test tubes and Bunsen burners any more. Today's MT must be able to operate automated machinery that can run dozens of tests in seconds, culture a score of different bacteria simultaneously, or analyze a dozen factors in a single blood sample and print out the results on computer tape.

"I'm proud of my work because MT's are the doctor's special eyes and ears. We find the hidden facts that make it possible for the doctor to diagnose accurately. Some people think we are concerned only with being objective and precise about our work. That's not so. Sure, we are concerned with what we do -- but we are aware of the people we do it for. If I didn't feel that every time I ran a test I was helping one sick person to recover -- then I shouldn't be in this job!"

*These personal reports are real stories of real people, but in most instances names have been changed to protect privacy.

Personal Report No. 3 -- Nurse Practitioner

A young Idaho woman named Alice Long typifies the new kinds of nursing careers developed by modern health-care methods. Nursing today spans a broad range of jobs. People usually think only of the R.N. (Registered Nurse). But there are also the licensed practical nurse, the nurse-midwife, the nurse-anesthetist, the operating-room nurse, to name a few others. Some nurses are college graduates. Others win their white caps after two or three years in a hospital-training program. Still others qualify after a two-year course in a community college. Incidentally, nursing is assumed to be a woman's job, but many young men are also becoming nurses nowadays.

Alice Long is blazing a medical trail as a certified nurse-practitioner -- one of the newest careers in the field -- for families who live in Idaho's rural and wilderness areas. Alice is not a doctor, but she is more than a traditional nurse. She cares for her own patient caseload. Her job involves treating the sick and keeping people healthy.

"I was interested in both biology and social science," says Alice. "I wanted a career that would blend the two. Nurse-practitioner makes that possible for me. My focus is not on one illness, but on the well-being of a whole family. I might treat a youngster for an earache, and while I'm there I examine his mother, who's pregnant. Then she tells me one of her sisters has a stomach pain. Perhaps later we talk about her emotional problems. All of a sudden I am not just a nurse but a friend.

"There's adventure in doing what nurses have not traditionally done," Alice says. "But that's a challenge I enjoy. I like the chance to be self-directed, but I'm not afraid to say I don't know all the answers . . . my doctor-supervisor will help me find them if necessary. But no one is always standing at my side telling me what to do. I have to think for myself."

When you ask Alice what she likes most about her work, she says: "Not having to work within the confines of a hospital or an office. I get to know my patients as people, not 'cases'. Sure, there are times nothing goes right, times when it's late and I'm tired and five people are waiting for help. But then a three-year-old I've brought through a pneumonia crisis smiles at me -- and what can be more rewarding than that?"

Personal Report No. 4 -- Ophthalmologist

Lawrence Harrison, M.D., on the other hand, prefers to "be on my own, make my own decisions." An ophthalmologist, Dr. Harrison treats eye injuries and illnesses, using both medicine and surgery. Like all physicians, he went through seven years of college and medical school. To be certified as an eye specialist, he completed several more years of post-graduate work.

"Young people often ask if it was worth all that," Dr. Harrison says. "I know the answer every time I save or improve someone's sight. I did not set out to be an ophthalmologist. I was inspired by books about medicine, and I just wanted to be a doctor of any kind. But I learned there's a world of difference in the work you do -- and the kind of person you must be -- in the various specialties."

An M.D. may take special training, after completing his or her internship, in any of 22 branches of medicine approved by the American Medical Association. They range from anesthesiology and surgery to obstetrics and urology, from aerospace medicine to pathology to family practice. To some degree, each requires different skills and different temperaments.

"What's exciting to me about ophthalmology," says Dr. Harrison, "is that we can do things to save vision now that were impossible five years ago. And five years from today we'll be able to do even more amazing things. That potential -- and the need for a doctor to grow, to keep learning -- is the most stimulating part of my job."

Personal Report No. 5 -- Speech Pathologist

Selma Sanchez represents another important health concern: rehabilitation. It means helping people who are physically or mentally handicapped to regain the ability to live as normally as possible. There are many kinds of occupations in rehabilitation therapy. A physical therapist might help a paralyzed person learn to use his arms or legs again. An occupational therapist might teach woodworking to a brain-damaged youngster to strengthen his hands or equip him to earn a living. A dance or art therapist might work with emotionally disturbed people to bring repressed feelings to the surface. When illness or injury interferes with a person's ability to speak, a speech pathologist can help to overcome that problem. What is it like to have a career in which you help a person find the way back to normal living?

"Like many health professionals, I began in a totally different field," says Selma Sanchez. "I wanted to be an actress. But while studying dramatic arts I got interested in how people communicate. I found there were men and women who cannot speak or be understood. . .who are trapped inside their own heads. I wanted to help them break down the walls of silence."

Selma studied five years for her degree in speech pathology. Some of her co-workers are in schools, clinics, social agencies. Selma works in a medical center and with private patients. "I need a great deal of patience because progress is often slow," Selma says. "And I need self-confidence because the patients need it, too. I tell the, 'If you don't do well today you'll do better tomorrow.' I've helped children with speech defects learn to talk well enough to go to school. I've helped brain-damaged adults talk again so they can return to work. Those accomplishments give me real joy."

Personal Report No. 6 -- Medical Records Technician

Grace Porter, 25, is a hospital medical records technician. Medical records are vital to good health care. Each time a technologist runs a test, or a nurse gives a pill, or a physician makes a diagnosis -- there must be a complete, accurate and permanent record of it. And people who work in the clerical side of medicine are key links in the chain. If a person moves to another city, his new doctor must have his records. They are also necessary to verify legal and insurance claims, and as a base for research and statistics.

"After I graduated from high school," says Grace, "I worked as a secretary. Then a friend asked if I wanted to type medical reports. I didn't know anything about it, but it sounded interesting. At first it was hard to learn the scientific terms. But I took medical dictionaries home and studied them."

Today Grace is assistant chief of her department, in charge of 20 employees who type, microfilm, file and analyze the records of thousands of patients. She is taking a two-year correspondence course that will give her the title of accredited records technician. "A good records technician can get a job in a doctor's office, or a rural clinic, or with a group of small hospitals," says Grace. "It's important work, and rewarding. Sometimes when I am working on a record of, say, an open-heart surgery case and I read 'Patient went to recovery room in good condition' I feel great . . . almost as if I'd done the operation myself."

Information Sheet #4

A Play About How A Medical Assistant (or Receptionist) Schedules Appointments

Telephone Appointment

Time: Monday morning

Scene: Dr. Johnson's office. Miss Stewart, medical assistant, has just completed looking over the doctor's appointments for the day. The telephone rings. Miss Stewart picks up the receiver.

Miss Stewart: "Good morning, Dr. Johnson's office, Miss Stewart speaking. May I help you?"

Mrs. Smith: "I would like to make an appointment to see Dr. Johnson as soon as possible."

Miss Stewart: "May I ask who is calling?"

Mrs. Smith: "This is Mrs. Smith."

Miss Stewart: "Will this be your first visit, Mrs. Smith?"

Mrs. Smith: "Yes, I've never needed to see a doctor before now."

Miss Stewart: "Did you want a physical examination?"

Mrs. Smith: "Well, yes, in a way. You see, I just discovered this lump on my arm and with all the talk about cancer, I decided I had better do something about it right away."

Miss Stewart: "Perhaps it is not too serious. If you will hold a minute, I'll check the appointment book and see how soon I can schedule an appointment for you."

Mrs. Smith: "Oh, please do, I'm so worried."

Miss Stewart checks the appointment book and then speaks into the telephone, "Mrs. Smith, Dr. Johnson has every minute scheduled for this week."

Mrs. Smith: "Oh, dear, I simply must see him as soon as possible."

Miss Stewart: "I'll check the appointment book again. Perhaps I have overlooked a cancellation." (As she checks the list of appointments, she finds the name of a patient who had been admitted to the hospital the day before. She speaks into the phone. "Mrs. Smith, I have a cancelled appointment on Wednesday. Will 2:00 P.M. be alright?"

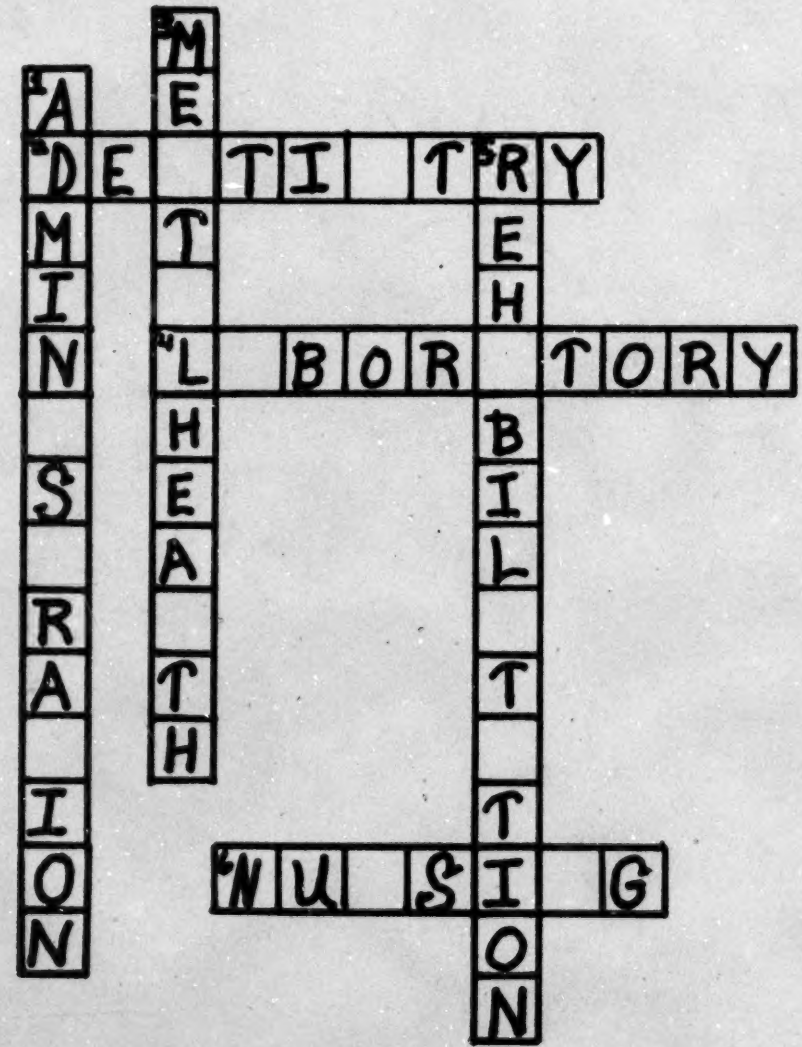
Mrs. Smith: "That will be fine. It was so nice of you to help me. You know, I feel better already."

Miss Stewart: "Thank you, Mrs. Smith. The doctor will be expecting you on Wednesday. The office is on the fifth floor of the Medical Arts Building. When you get off the elevator, turn to your left. Our office is the third door from the elevator." (She writes Mrs. Smith's name in the book.)

HEALTH CAREERS

Task Sheet #1

Instructions: Complete the crossword puzzle, to find 6 groups of workers in the health field.



HEALTH CAREERS

Task Sheet #2

A VISIT

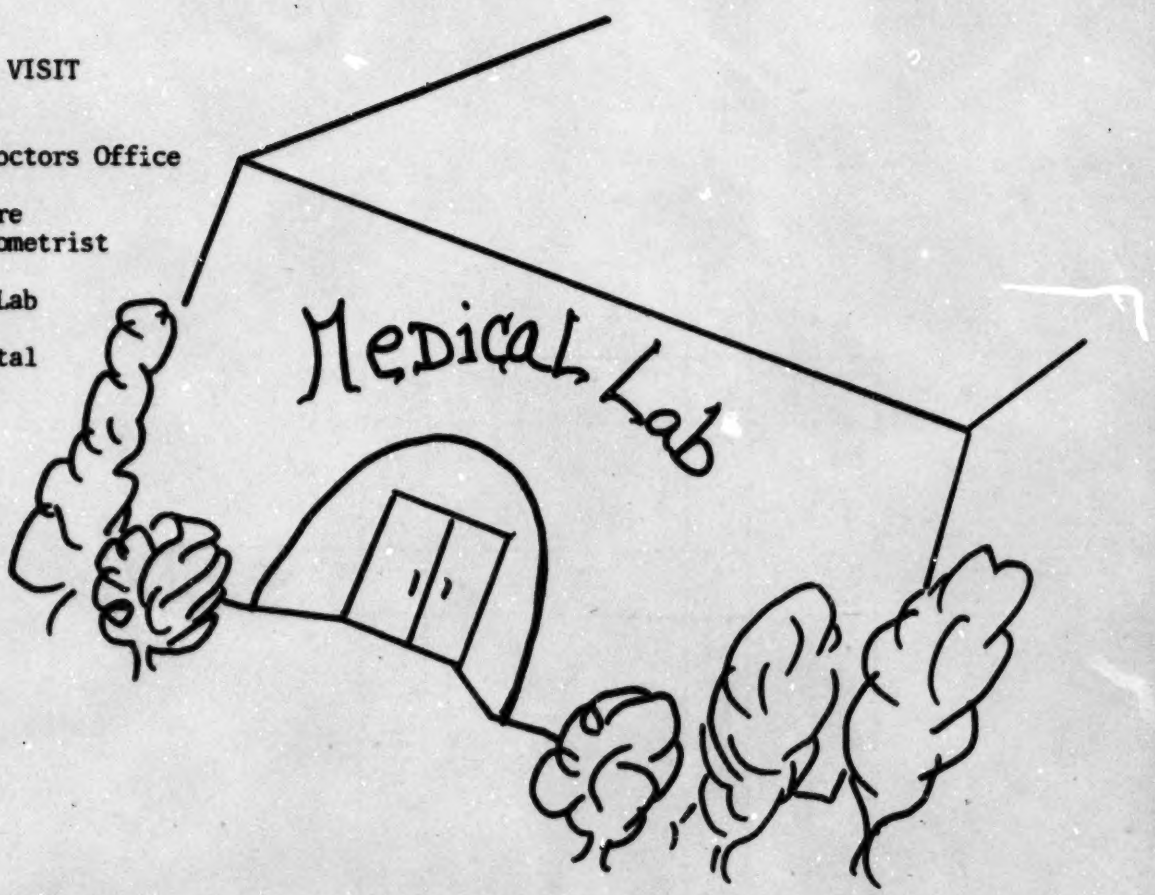
Doctors Office

Drug Store

Optometrist

Medical Lab

Hospital



You Need:

1. Paper.
2. Pencil.
3. A facility for some kind of health service.

Choose a health care facility in or near your community. Make a visit.

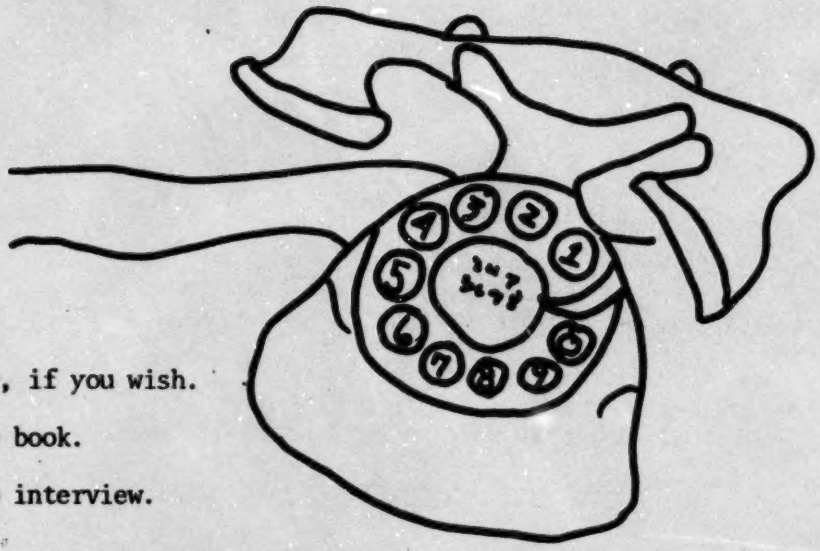
Check out and record:

1. The kind of activity you observed.
2. What employees work there.
3. The kind of work done by the employees.
4. What education or training the employees need.
5. What skills and abilities the employees need.
6. What other qualifications and interests the employees should have.

HEALTH CAREERS

Task Sheet #3

BE BOLD - INTERVIEW



You need:

1. A partner, if you wish.
2. Telephone book.
3. Person to interview.
4. Paper.
5. Pencil.

Most people enjoy talking about themselves. Choose a person that is in a health care occupation. Examples: doctors, pharmacists, school nurses, hospital workers. Plan a telephone interview. When you make your phone call say: "I am _____ and I am doing a report on health care occupations for my class. I would like to ask you a few questions."

Questions you can ask:

1. What type of education and/or training is required for the job?
2. What skills and/or abilities are needed for the job?
3. Are there any other requirements for this job?
4. What are the duties and responsibilities of the job and what kind of work do you do?
5. What hours and days do you work?
6. How much vacation time do you have?
7. What do you enjoy most about your job?

Be sure to thank the person for taking time to talk to you.

HEALTH CAREERS

Task Sheet #4

Pharmacist Simulation

Use the following instructions to complete the task on the next page:

Instructions:

1. Put your name in the upper right hand corner, on the line. The B.S., R.Ph. under the line stands for Bachelor of Science, Registered Pharmacist.

The two lines of numbers on the right side show that you are licensed to dispense drugs and that you are registered by the State of California.

2. Beside "no.", enter the prescription number. According to your book it is 845213.

3. At the top of the blank space on the label, write the patient's name as it appears on the doctor's prescription.

4. "Sig." on the doctor's prescription means "write". That means you should write, on the label, whatever the doctor wrote after "Sig." To do this you will have to decode the doctor's symbols. Now, decode the symbols and write that on the label, underneath the patient's name.

Cap. = capsule	+ = one
q = every	h. = hora (hours)
p.r.n. = when it is necessary	

5. Next, write the name of the medicine, under the "Sig." instructions. You will find this just above the "Sig." instructions on the prescription. Write it just as the doctor did.

6. In the lower left hand corner of the label, write the number of capsules prescribed. "cap." means capsule. What is xx in Roman numerals?

7. In the lower right hand corner of the label, put the date the medicine was prescribed.

You are a pharmacist about to fill a prescription for Allen White. This is the prescription which Mr. White has brought from Dr. James.

Janis James, M.D.
2000 Washington Street
Kerntown, Ca. 94263
356-3241

FOR: Allen White DATE: 12-12-76
ADDRESS: 1456 Lincoln St., Kerntown, Ca.
PHONE: 333-2463

℞
Asa comp ℈ Codeine gr. ½
Sig: Cap i q. 4h. p.r.n. for pain
Cap XX

REFILL: 1☐ 2☐ 3☐ N.R.☒ LABEL: ✓

Janis James M.D.

DEA NO. BJ 1234567

This is the label which you will make and put on the medicine.

(313) 358-4461

B.S., R.Ph.

City Pharmacy
213 Main, Kerntown, Ca. 94263

AJ3906679
5408283

No.

27

Caution: Federal law prohibits the transfer of this drug to any person other than the patient for whom it was prescribed.

HEALTH CAREERS

Task Sheet #5

Computing Aspirin Dosages for Children

(The following activities show the relationship between math and health occupations.)

Problem I: Figure the amount of aspirin for a 1-year old child, 2-year old child, and a 4-year old child. (Average adult dose is 10 grains or two 5-grain tablets.)

Problem II: Figure how many baby aspirin tablets to give a child 6 months old, 18 months old, and 24 months old. (Baby aspirin is 1 ¼ grain tablets.)

Formulas for figuring a child's dose of medicine:

Young's Rule:

$$\frac{\text{Age of child}}{\text{Age of child} + 12} \times \text{average adult dose} = \text{child's dose}$$

Clark's Rule:

$$\frac{\text{Weight of child}}{150} \times \text{average adult dose} = \text{child's dose}$$

Fried's Rule:

$$\frac{\text{Age in months}}{150} \times \text{average adult dose} = \text{child's dose}$$